



Houghton St. Giles Primary Academy Curriculum Statement

Phonic Development for Reading and Writing – Read, Write, Inc



“Dream to Achieve”

“So please, oh PLEASE, we beg, we pray, Go throw your TV set away, and in its place you can install, a lovely bookshelf on the wall!”
Roald Dahl – Charlie and the Chocolate Factory

Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
<p>The school’s senior leadership team will:</p> <ul style="list-style-type: none"> • Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. • Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. • Provide sufficient funding to ensure that implementation is high quality. • Support curriculum leaders and teachers in selection of appropriate schemes if applicable to ensure effective teaching. 	<p>As a school, we use Read, Write, Inc Phonics, and so our typical teaching sequence will be:</p> <ul style="list-style-type: none"> • Speed sounds (say/read/review) • Word Time (read/review/assess/Fred fingers/spelling review) • Reading activities at a phonically decodable level • Writing-based activities (as and when appropriate – including handwriting, letter formation, holding and building sentences) • Review 	<p>Pupil Voice will show:</p> <ul style="list-style-type: none"> • A developed ability to use phonic knowledge at their stage of development to decode and blend for reading • A secure understanding of the key techniques and methods for each key area of the programme • A progression of understanding, with appropriate programme vocabulary which enables learning • Confidence in discussing Read, Write, Inc lessons, activities and learning they both know and remember.
<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. • Ensure an appropriate progression of skills is in place which supports pupils in knowing more and remembering more phonic knowledge and develops them as readers and writers • Ensure an appropriate progression of phonic skills and knowledge is in place over time so that pupils are supported to be the best readers they can be, and challenge teachers to support struggling readers and extend more competent ones. • Carryout regular assessments to ensure children are carefully grouped according to their phonic ability. • Provide weekly training and coaching sessions to support staff to deliver effective teaching of phonics. 	<p>Our classrooms/learning spaces will:</p> <ul style="list-style-type: none"> • Provide appropriate quality equipment for the delivery of RWI. • Have developed learning walls which include speed sounds charts, appropriate resources for that stage of the Read, Write, Inc programme • Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills. 	<p>Displays around school and books will show:</p> <ul style="list-style-type: none"> • A consistent approach to the delivery and implementation of the Read, Write, Inc programme ensuring children are ‘keeping up’ rather than ‘catching up’. • That pupils, over time, develop a range of early reading and writing skills which they are able to apply in their learning across the curriculum, as well as in ‘real life’ situations. • Phonically decodable books for all reading stages provided for pupils as well as the encouragement of reading for pleasure, with Shared Reader books.

<ul style="list-style-type: none"> • Ensure that staff show fidelity to the phonic scheme within the capacity of the school. Phonics structure will be carefully planned. 		
<p>The class teacher, and other staff responsible for delivery of the programme, will, with support from the curriculum leader:</p> <ul style="list-style-type: none"> • Review the carefully planned structures of learning to ensure they meet the needs of all pupils in their groups • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. • Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials. • Attend all relevant training to ensure that they continually strive to deliver the very best phonics teaching. 	<p>Our children will be:</p> <ul style="list-style-type: none"> • Engaged because they are challenged by the curriculum which they are provided with. • Confident learners who have a positive response to their phonic learning. • Resilient learners who overcome barriers and understand their own strengths and areas for development. • Safe and happy in Read, Write, inc lessons which give them opportunities to explore their own reading and writing skills development. • Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses on skills and knowledge • Develop reading and writing skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills. 	<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Collate appropriate evidence over time that evidences that pupils know more and remember more. • Monitor the standards in the subject to ensure the outcomes are at expected levels. • Ensure assessment is completed fairly, accurately and in a timely fashion to ensure that all pupils continue to be challenged and supported as they need. • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.